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# Post Secondary Access - The Issue of Opportunity,

by John Holland and Saeed Quazi

We, the authors of this brief essay on education policy in Canada, claim to be, or rather to have been, old fashion, off-the-rack educational planners. We spent a large part of our now vanishing youth counting babies; fitting graceful curves to ungainly data to get convincing estimates of the rates at which people would have babies in years to come; we projected numbers pertaining to enrolments of university students, elementary students and every other kind of student; we speculated on what would be the ratios in years to come of teachers, lawyers, physicians and aircraft mechanics hired; we estimated the course of changes in public and private expenditures on education; and we played around with the residual approach to rationalizing claims that educational expenditures is, in large measure, investment, and a major element of technological-change factor in development. We claim to have done yeoman service and good work. We sometimes took pride in observing that our measures and projections turned out to be better than most.

After almost twenty years of that, we started asking ourselves "so what"? When our own best responses were a few giggles, we realized we might just as well have spent two decades doing psychology or maybe even studying leadership styles of administrators. We don't do educational planning any more. Now we spend our days talking about how universities and colleges behave, and how politicians and other people treat universities and colleges. In this line of work, one rarely hears any question so rude as "so what"?

The fact is, though, we do still get infatuated with numbers that pertain to people and schools. We cannot resist fooling around with some of the copious and pretty good statistics that governments in Toronto and Ottawa put out dealing with colleges and universities. And, from time to time, we say "look here, see what's happening? Wow, think what this means for world peace and prosperity!" Then, sober souls that we are, we realize there is not enough theory in the whole world to serve as a solid frame of reference for one good question dealing with higher education and society that can be answered empirically. The best one can do is pull together some numbers in interesting ways, and speculate to the effect that when the trends they pertain to become generally known, or fodder for politicians, something or other of some political moment will happen.

Let us show you what we mean. Table 1 is a projection of university graduates as a portion of the Canadian population. We were looking at it while trying to decide what information from our recent work we wanted to use in this short paper and brief presentation. The projections are based on data for the years through 1981. The Canadian population with degrees in 1971 was 5.40% of the total population (age 15 and over). In ten years the ratio increased to 8.0%. It is projected to be 12.5% by 1996 and 15.5% by 2006. (The data for years to 1984 indicate that the projections err on the low side.) One of us said, "how low these ratios are, they don't say much for social mobility in Canada," to which the other of us responded, "what are you talking about? This is fantastically

rapid change. What is 35 years, after all?" I will add that the discussion that followed would have been about the same had we spent the last quarter century as hairdressers or bush pilots instead of as educational researchers.

A smart politician may see that this rate of increase, in a jurisdiction where university expenditures are mainly public-purse expenditures, will or will not be salable. But we will only know that he is smart after the fact, and almost certainly his or her precocity will be a matter of a year or two, not ten or twenty. You will see, then, that the information in our presentation today, and in the several studies it is extracted from, is not guided by grand theory. We are not Whig or Marxist historians doing educational planning. We do not arrange data to show the struggles of liberalism against conservatism or progressivism against reaction. Would that we could.

We can do this much, though. We can say that theory, good hundred year old theory, lets us say that the secular phenomenon that is the increase in the ratio of university graduates, and especially the subsumed changes in the absolute and relative ratios fo teachers, doctors, lawyers, engineers, etc., will change the labour market advantages enjoyed by the various components of the labour force.

The grand old theory, truism if you prefer, that is relative here is the prosaic observation that, as a larger portion of the population gets educated (gets long, expensive educations), the relative wages of educated or highly skilled workers will move closer to those of less educated or less skilled workers, but the real

average wages of all workers will increase. Alfred Marshal expressed the notion this way:

> . . .if the number of unskilled labourers were to diminish sufficiently, then those who did unskilled work would have to be paid good wages. If the total production was not increased, these extra wages would have to be paid out of the shares of capital, and of the higher kinds of labour; but even so, the great aim would have been attained of making the increase of wealth hurry up the diminution of want a little faster. But, if the diminution of unskilled labour is brought about by increasing the efficiency of labour, it will increase production, and there will be a larger fund to be divided up.
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> A generation ago so few people got a good education, that for every pound spend on it there might fairly be expected a total return of from perhaps ten to a hundred pounds in after life. But the growth of intelligence has made people more willing to look far ahead; the standard of eduction has risen in all the ranks of life. So that while the rate of interest on capital invested in material things is about a quarter less that it was, the interest on capital invested in education has perhaps fallen one-half. For each pound invested in education, there is perhaps not more than half as much returned in extra earning in after life as there used to be.[1]

It follows, from the old theory, that, for highly paid, expensively educated workers, well established trends in Canada indicate that the second of these conditions is not likely to guarantee the first. The degree to which the separate professions (i.e., any expensively educated occupational group) stay well paid will be a function of how few of the incremental university enrolees get into their university programs (professional faculties per se, or the courses that constitute preparation for a particular line of

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[1]From "Theories and Facts about Wages," printed in the Annual of the Wholesale Co-operative Society for 1885. Quoted here from Marshal's Principles of Economics, ed. by C. W. Guilleband, Vol. 2, Notes, pp. 610-611, MacMillan, London, 1961.

work), and a function of how well those professions keep out even the people completely or partially prepared at university to enter them.

The professional workers whose behaviour in this connection we have studied most is teachers.[2] The labour market behaviour of teachers that we are now witnessing is in accord with what we have read about the behaviour of well organized workers, i.e., of workers with very effective unions. In 1980, Daniel Mitchell described employment and wages in organized industries this way:

> Union pay rates tend to be above market levels. Normally a queue of workers will be ready to accept work at the current union wage. During periods of high unemployment, the queue will lengthen, but its length is not of special interest to either the union or the employer.[3]

Mitchell and others (notably G. E. Johnson, 1974)[4] have also made an important point about union wages. It may be "that highly-paid workers are more likely to become unionized."[5] Unquestionably, teachers' assertions in Canada did not begin to act like unions, not very effective unions at any rate, until teaching had already become a well-paying job. Other points can be taken from the literature of industrial organization that seem to be of some relevance to the current situation for professionals and well-educated workers, not teachers especially. The propensity of an

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[2]See "The Teaching Business in Canada," J. Holland and S. Quazi in Dynamics of an Aging Teaching Profession, Canadian Teachers' Federation Conference Report, 1985.

[3]Daniel J. B. Mitchell, Union, Wages and Inflation, The Brookings Institute, Washington, D. C., 1980, p. 212.

[4]George E. Johnson, "Economic Analysis of Trade Unions," American Economic Review, Vol. 65, May, 1975, p. 25.

[5]Mitchell, op cit.

industry to organize "is positively correlated with other industry characteristics such as the size of the establishment, the capital intensity of other productive process, and the proportion of male employers"[6] (Mitchell's words, but many workers have said more or less the same).

Industrial organization is not the subject here, not even the organization of university trained workers in such industries as law, medicine, teaching, banking and brokering. What we are concerned with here is the observation to the effect that more people are getting university degrees, more of these are women, and all businesses, occupations and professions which have used universities well to limit their numbers must now deal with some new realities. For at least some occupations, the mere appearance of females with university credentials associated with that occupation, in numbers approximating the males, without a traumatic reduction of the numbers of males, will almost certainly result in a serious weakening of the occupations control of numbers, and a diminishment of bargaining power and monopoly wage.

By anybody's definition of politics, this is an important political development. If, for example, it remains about as difficult (i.e., competitive) for a young man to get into and through medical school as it now is, and young women start appearing in about the same numbers (i.e., face the same odds), a number of important changes must take place. An M.D. will become the entrance requirement to stand in the queue rather than to enter the industry,

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[6] Ibid., p. 212.

or medicine will have to accept such a steady and rapid increase in numbers as to undermine wages. Assuming even a modest (but positive) supply elasticity of wages, doctors could well find themselves working for teachers' wages. If the new M.D.s can only stand in an ever lengthening queue, universities will have to decide that manpower considerations don't determine enrolments even in medical schools, and provincial treasurers will have to decide that it is not a bad thing to subsidize the production of redundant physicians. If the profession continues to admit virtually every graduate, the medical associations will work to reduce patient-doctor ratios, keeping doctors' wages constant. Politicians will decide to accommodate or to resist. Most likely, they will compromise.

In some sense, or at some level of consciousness, everybody knows all this already. Governments know that they can, using financial pressures, not constitutional authority, make every university based professional faculty, or the universities themselves, for practical purposes, agencies of the state. They show no signs of doing this. Universities, and their professional schools, know that they can insist on their corporate rights, they can stand and fight, and probably win. They can refuse to buckle under to government pressures, and swear that they will make admissions decisions on academic grounds only, whatever that might mean, or as a result of negotiations between them and the professional organizations. They show few signs of wanting to do this. The professions can overtly act to protect their members' monopoly wages. They can ignore the lengthening queues of

educationally qualified would-be new members, or they can put pressures on universities directly and individually to limit numbers.

Politicians, universities and professional organizations lack the will and authority to take very direct and overt action to forestall or override the actions of one another. To do otherwise is to assume all the responsibility for all the negative consequences of the secular phenomenon that is increasing portions of university graduates in the population, and increasing relative numbers of people prepared to enter every profession, or at least to enter the university based special education for every profession.

In general terms, governments, universities and professional organizations are behaving like this: The federal government limits its subsidy to universities, other than for research projects, mainly to intergovernmental transfers. Except rhetorically and potentially, it has removed itself from the politics of university finance, university participation rates and professional wages. Provincial governments deal with the business of enrolments via global budgeting, funding formulas and ceilings that are to varying degrees rigid and removable. When the decision to spend on universities is made, the incremental component may or may not be influenced by plaints about the competitiveness and selectivity of the universities. Formulas for distributing the money among universities, in provinces with quite a few, can make it to any degree attractive to keep enrolments constant and to any degree costly to incur attrition or growth in enrolments. To every student, the government can say "you are or are not in university because the

university least acceptable to you did or did not accept you, we didn't do it." Every university rations its places according to a system of competition that is based on academic credentials and whatever other virtues it chooses to consider. It makes some admission decisions in the interest of notions of affirmative action. It admits a bit more or fewer students than the number that maximizes per-student revenue under the formula in the interest of exclusively or maximizing gross revenue, or accommodating internal or external pressures to change enrolments in one or more departments or faculties. Professional organizations, if their training is already well established at the university, frequently endorse appeals for excellence at university. Selectively in selection for their own professional training at the university is often defended as a quest for excellence. Professional organizations still in the process of establishing their training programs at universities say less about excellence as the criterion for admission to their programs, but do emphasize excellence as the rationale for limiting entry to their profession exclusively or increasingly to those who prepare at university.

No party or movement in Canada wants to take on the direction of this grand phenomenon of growth, selection, prestige allocation, compromise, competition and patronage as a plank or a principle. If one or more of them did, no doubt this would influence the kinds and quantities of data on higher education that we garner and nurture. But since no interest groups pushes for a particular kind of information on data, it is not surprising that data, as it

comes to us, seems to be in forms that reflect questions good to avoid rather than question that must be answered. A delightful case in point is the 1983-1984 National Post-Secondary Student Survey, or, more correctly, the several compendiums of data, well processed, that are emanating from that survey. The survey will be an important source of data on post-secondary education in Canada for some years, and, we understand, will be complemented with further surveys comparable in coverage and scope.

In the paper to follow, we will pay particular attention to data from that survey, both published and unpublished. It might be more correct to say only that some of the data have not been published in the forms we have it here. In any case, the data referred to here have been obtained by request from the Education Support Sector of the Department of the Secretary of State. For information about the survey, as well as a presentation of the results, we refer you to:

A Profile of Post-Secondary Students in Canada

The 1983-1984 National Post-Secondary Student Survey:
Summary National Data

Marion Porter and Gilles Jasmin

Education Statistics Analysis
Education Support Sector
Department of the Secretary of State
April, 1987

Before commenting on what is and is not provided in the survey, it should be noted that Canada has what most people would call good or excellent educational data. It is collected, processed

and disseminated by a well developed system of provincial and federal agencies. Moreover, though education is not the centralized business it is in some nations, it tends to be centralized, for financial purposes especially, at the provincial level. In the case of post-secondary education, data is collected from institutions mainly by the provinces, and provincial data, quite uniform in presentation, is processed and disseminated as provincial and national data by Statistics Canada. Information about institutions is, for most purposes, best obtained from provincial data sources, and, for other purposes, from the institutional documents and sources themselves.

The Post-Secondary Student Survey is the most ambitious effort to get data on students <u>from students</u> we have had to date. The population surveyed was all students registered in a regular credit course at a Canadian post-secondary institution during the fall term of 1983-84. Trade and vocational students were excluded, foreign students were included. The sample was stratified by type of institution, level of study, and full-time/part-time. The sample totaled 63,948. The gross response rate was 85%. The response rate net of those who left before the survey was administered (February and March, 1984) was 71% (45,181).

There is plenty in the survey to exercise the prurience of social scientists for some time. As with any survey, one is left to wonder why it excludes some others, as well as to wonder about the meaning of the information given. For now, let us look at just some of the information from the survey, and comment on some of its implications for the politics of higher education.

Table 2 (i.e., the top rows) is a depiction of the family backgrounds of Canadians working to obtain professional degrees in 1983-84. We give professional degrees our first attention because, by our lights, it is these that are at the heart of the politics of education. The issue is much less who gets to read Plato, Dante and Goethe, and more who gets licensed to write prescriptions and who gets admitted to the bar. And, quite obviously, all professions (as represented by preparing students) are not equal. . .they do not have "equal" parents. Their mothers are not equal and their fathers are not equal. Some very interesting questions centre on whether it's better to have a high status mother or a high status father. But let us put first things first, and just look at fathers. The order is about what many might suppose. It is future teachers whose fathers are most likely not to have finished high school. Teaching, especially for males, still seems to be a grasp on the first rung of middle-class respectability. For females, apparently, it is that plus a suitable, occupation even for the daughters of quite a few fathers who were well educated for their times. Teachers' fathers aren't very much less educated than the fathers of people hoping to find a professional niche in the humanities and social sciences. But, after all, most of them will be teachers too, or unemployed.[7] Veterinarians and dentists, by this measure, have fathers better

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[7]"First professional degree" as the term applies to the humanities and social sciences is a poorly defined category. It does not mean exactly the same in every institution, and it is the institutions who assign students to the category. In some universities a bachelor of commerce is a first professional degree in social science but in other institutions, we understand, it is not so regarded.

educated than teachers, of course, but not as well educated as the fathers of lawyers. Physicians, though, are quite unlikely to have "uneducated" fathers (less than secondary school completion), and mathematicians and scientists even less so.

And let us look at it the other way. Teachers, again especially males, are least likely to have fathers with one or more degrees. Aspirants in the humanities and social sciences are not very different from teachers in this regard. Law, medical and science students are most likely to have fathers with degrees.

In a nation in which 11.5% of males had degrees in 1984, all of these would-be professionals, on average, have fairly well educated fathers, and this brings us to the crux of an important issue. How well suited is an institution such as a university, which deals with a privileged population, to ration access to the professions? Just one aspect of this is the handling of incremented female enrolments. In engineering, law, veterinary medicine, dentistry and medicine, female students have markedly better educated fathers (more likely to have a degree) than do their male counterparts. Even their mothers are likely to have degrees. Let us assume that students from families where parents have degrees are "good students," will expect to be admitted to professional schools, regardless of what the professional associations say. Male students will expect to be admitted even if females are being admitted in larger numbers. They will not often choose less promising faculties in order to get a professional degree, nor will they forego a

professional degree when less prestigious students in eduction, the humanities and the social sciences are getting them.

Some striking comparisons are worth noting. Men preparing to be physicians or preparing for careers in maths or sciences, are about three times as likely to have fathers with degrees as are men preparing to be teachers. Women preparing for careers in maths and sciences are about one seventh as likely to have a mother who did not finish high school as are women preparing for careers in education, humanities and social sciences. But, if comparisons among professional schools are invidious, or worse yet, not convincing, there is another approach that sheds some light on the difficulties of controlling the growth of university based specialties. Table 2 shows us that the social background (parental education) of undergraduates, students in master's degree programs, and students in doctoral degree programs, each taken collectively, are strikingly similar. The social-status variable does not determine who goes from undergraduate school to graduate school, it does determine who goes to professional school, and even more who goes to which professional school.

A simple and safe observation to offer here is this. Going to university is one selection process, getting into professional schools is another. The government or the professional association that operates overtly to affect universities in their accommodation of demand for places is running grave political risks. The universities, in turn, are responding to many different kinds of internal and external pressures as they make these accommodations.

Table 3 presents almost the same information for Ontario that Table 2 does for Canada. Unfortunately, we are unable to produce a "first professional degree" percentage for social sciences, engineering and maths, and physics at the provincial level, so comparisons of professional school student's backgrounds with the corresponding information at the national level are not warranted. It is evident again, though, that the social backgrounds of students vary markedly among professional schools, and less markedly among the categories undergraduate, masters, and doctoral.

Ontario is of particular interest because it has a "system of universities" that is very well established. The system is fifteen independently chartered institutions linked by a common formula of provincial funding. The annually recurring provincial grant is enrolment based, and is the major sources of revenues at all institutions. Tuition fees are determined by the administration of the formula and are almost uniform. Universities compete for status – and students – but charge virtually the same fees. Students compete for places in universities of their choice, choice being determined by location, prestige, program offerings, or whatever impresses them and their families. The compete mainly by accumulating academic status and accolades and recommendations at high school. As we have noted elsewhere,[8] this system of finance and of competition of students and institutions has resulted in a

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[8]See "The Orderly Distribution of Opportunity in Ontario: A Comment on the Behaviour of Universities and Governments" by J. Holland and S. Quazi in Governments and Higher Education, ed. by C. Watson, Ontario Institute for Studies in Education, Toronto, 1987.

distinct hierarchy of institutions by status (in particular the status of undergraduate schools). One of the reasons students recognize and care about the relative status of a university is that they suppose (presumably quite correctly) that a high status institutions will improve their chances of going to professional and graduate programs of their choice. In this complex process, one mark of distinction for a university is how successful its students are at getting into professional schools known to be exclusive. The most prestigious professionals schools tend to be located at very prestigious universities (as determined by undergraduate exclusivity). But there are notable exceptions to this tendency, and in the cases of law and medicine, the status of the professions concerned, and the exclusivity of all the professional faculties, means that there is prestige in getting into one of them wherever it is located.

In this system of competition for places and prestige, institutions are motivated to accept students from the most prestigious undergraduate schools, and students are motivated to accept second, third or any choice of school in the profession they have chosen. Universities, for reasons of funding units, and in the cases of the less prestigious institutions, for reasons of the high prestige of some professional faculties, are motivated to determine enrolments without much true concern for the preferences of the professional associations.

Now, however, we would like to look at some of the factors that complicate the process of allocating students to places, and

places to students. More accurately, factors that complicate our understanding of the business. Table 4 shows us the reasons that students chose the universities they attended in 1983-84, or, at any rate, what they said to be those reasons, within the limits the national survey afforded them for revealing preferences and influences. We have the data presented disaggregated by sex and income. Perhaps one of the first things worth noting is that female presence, relative to males, increases with family income. It is often suggested (and incorporated into projections) that female participation will increase more rapidly than male participation until it equals male participation. If we accept this, we see that there is here the implication that there is a reserve population of incremental enrolments still to come from women in the lower income categories.

For all students (both sexes, all family income categories), the reason ("most important reason") most frequently cited (or selected) for choosing the institution in which they were then enrolled was "type of program" (43%). The second most frequently selected reason "institution close to home" (20%). The third most important was "academic reputation." As with any survey-source information, we may be critical of the worth of this. After all, it may be that a student became impressed with the "type of program" at his university because he was familiar with the programs there because it was close to home. And he might have chosen that program because it has high status because the university has high "academic reputation." Be this as it may, this information precludes

any unequivocal statement that universities in Ontario compete for prestige to the exclusion of community service objectives. It also raises suspicious of geographical discrimination, and bias in favour of some programs, in response to any policy suggestions for financial rewards to institutional "excellence," or for limiting enrolments and imposing those limits most on low status institutions.

Diagram 1 gives a simple pictorial presentation of the identified reason for choosing a university. It is apparent that financial aid and cost are not powerful indicators of institutions chosen. (At least among students who do enrol, either may be important in making the decision not to enrol.) It is perhaps to be expected that cost will not be an important variable in choosing an institution in Canada. The main form of student aid in the country is very highly subsidized tuition. Tuition rates are low everywhere in Canada, and very uniform within provinces. Diagram 2 does show that some of these identified reasons do vary noticeably with income. Financial aid does seem to be more important to lower income groups, and academic reputation appears to do systematically related to income as a reason for choice. But for all income groups, the important three reasons are program, location and reputation.

Table 5 is very nearly the same information as Table 4, but allows us to identify the distribution of reasons for selection within income groupings. The most important point demonstrated here perhaps is in the top three lines. For students who had stated parental income, 26.1% give parental income as less than $22,000. Statistics Canada identified 31.4% of families as having incomes

below $22,000 in 1984. Students stating family incomes about $22,000 were 73.1% of those answering the question in the survey. Statistics Canada identified 68.8% of families as having incomes above $22,000.

It must be noted that Statistics Canada figures included many low-income young families, not just families with parents of the age to be schooling children to university. On the other hand, the students were giving only their estimates of parental income, not family income. In any event, this information, or the information pertaining to the distribution of the reasons for choice across income groups, does not suggest that income, and by implication social status, is as important in determining who goes to university as in determining who goes into which professional school.

Tables 6 and 7 give for Ontario the same information as Tables 4 and 5 do for Canada. It seems that the well established system of competing universities in this province does not produce a distribution of reasons for choice so very different from the distribution for the nation. Table 8 allows us to see the distribution of declared reasons for choosing an institution in real numbers of Ontario students.

As with most data on the social situation in Canada, one may emphasize the evidence for change or the evidence for constancy in regard to the data generated by the survey. We choose not to take a stand on this either way. Instead, we will put the survey data in the context of well known developments and comment on a very Canadian approach to reform. Public policy has accommodated a secular increase in enrolments. At least one of us believes that the secular

trend still exists. Professional schools, those newly arrived in the universities and those that have always or long been there, have absorbed large parts of the increased enrolments.

In some cases, absolute increases have constituted relative increases (relative to total university enrolments). In other cases, absolute increases have constituted relative decreases. The important fact, however, is that in all the major professions, university qualified members have increased relative to the population. The professions, individually and collectively, are experiencing an erosion of their monopoly positions. This is happening because the university-professional association alliances are less effective than they used to be. Universities are responding to other internal and external pressures. But pressures from the association are still very important.

In the cases of the best established professions, universities are in fact making entry more exclusive (the percentage of application accepted decreases). But still they are accommodating pressures to include larger portions of certain elements in the population. The result is that the population, the relative population, of professionals of every kind is increasing.

The relative wages of professionals are also being eroded. This is demonstrated by decreasing mobility, if not by measurable income loss. The reactions to this are different for each profession. In the case of teachers, the wages in the profession remain high, but the queue of would-be teachers gets longer and longer. In the case of lawyers, relative average wages are

diminishing, but new graduates are allowed into the profession. (A second rationing procedure determines which law graduates get well paying jobs.) In the case of doctors, new graduates face constricting placement choices, and in some few cases cannot practice, or must practice where they are assigned.

The universities, governments and professional associations do not blame themselves for these conditions, if indeed there is any blame involved. But all have played an important role in bringing the situation about. Perhaps all is working as Alfred Marshal said a hundred years ago that it would. We have reform of the distribution of income by educating more professionals than the market demands at existing wages. But the process is operating slowly enough that it seldom commands our attention. The universities, governments and professional associations are contributing to this too.

Table 1. University Graduates and Total Population, Canada

| Year | | Population 15 and over | Population with Bachelor degree or higher | Per cent of population with degrees |
|---|---|---|---|---|
| | | (Actuals to 1981) | | |
| 1971 | T | 13,168,025 | 719,855 | 5.40 |
| | M | 6,443,365 | 492,610 | 7.65 |
| | F | 6,724,660 | 277,255 | 4.13 |
| 1976 | T | 17,096,430 | 1,089,030 | 6.36 |
| | M | 8,429,525 | 708,020 | 8.39 |
| | F | 8,666,905 | 381,000 | 4.39 |
| 1981 | T | 18,609,285 | 1,490,180 | 8.01 |
| | M | 9,151,600 | 908,155 | 9.92 |
| | F | 9,457,690 | 582,025 | 6.15 |
| | | (Projected) | | |
| 1986 | T | | | 9.5 |
| | M | | | 11.4 |
| | F | | | 8.0 |
| 1991 | T | | | 11.0 |
| | M | | | 12.4 |
| | F | | | 9.8 |
| 1996 | T | | | 12.5 |
| | M | | | 14.2 |
| | F | | | 11.6 |
| 2001 | T | | | 14.0 |
| | M | | | 15.5 |
| | F | | | 13.4 |
| 2006 | T | | | 15.5 |
| | M | | | 16.7 |
| | F | | | 14.4 |

Table 2

FULL-TIME STUDENTS AT CANADIAN UNIVERSITIES BY FIELD OF STUDY, SEX AND PARENTAL EDUCATION[1]

| 1st Professional Degree | | less than H.S. completion | | Completed H.S. | | Some University | | University Degree | | Post-Graduate Degree | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | father | mother | father | mother | father | mother | father | mother | father | mother | father | mother |
| Education | M | 53.2 | 53.8 | 18.4 | 26.1 | 12.2 | 13.0 | 13.7 | 7.1 | 0.5 | - | 100.0 | 100.0 |
| | F | 33.7 | 35.6 | 24.8 | 33.8 | 19.3 | 21.1 | 20.8 | 7.8 | 0.1 | - | 100.0 | 100.0 |
| | T | 38.0 | 39.7 | 23.4 | 32.1 | 17.7 | 19.3 | 19.2 | 7.6 | 0.2 | - | 100.0 | 100.0 |
| Humanities | M | 40.2 | 29.4 | 18.7 | 36.3 | 20.1 | 19.4 | 18.4 | 15.0 | 2.6 | - | 100.0 | 100.0 |
| | F | 34.8 | 38.4 | 16.2 | 22.5 | 24.0 | 21.3 | 17.0 | 17.8 | 8.0 | - | 100.0 | 100.0 |
| | T | 37.8 | 33.4 | 17.6 | 30.0 | 21.8 | 20.2 | 17.8 | 16.3 | 5.0 | - | 100.0 | 100.0 |
| Social Sc. | M | 29.2 | 48.7 | 18.6 | 17.4 | 25.6 | 22.8 | 16.1 | 11.1 | 9.1 | - | 100.0 | 100.0 |
| | F | 38.8 | 41.2 | 14.5 | 16.8 | 24.4 | 31.3 | 19.4 | 8.2 | 1.5 | 0.2 | 100.0 | 100.0 |
| | T | 35.3 | 44.0 | 16.0 | 17.0 | 24.6 | 28.2 | 18.2 | 9.3 | 4.3 | 0.1 | 100.0 | 100.0 |
| Engin. & Applied Science | M | 35.2 | 30.4 | 20.0 | 39.2 | 20.0 | 30.4 | 24.8 | - | 0.0 | - | 100.0 | 100.0 |
| | F | 18.8 | 18.8 | 18.8 | 18.8 | 18.8 | 56.3 | 31.3 | 6.3 | 12.5 | - | 100.0 | 100.0 |
| | T | 28.0 | 25.3 | 19.5 | 30.3 | 19.5 | 41.6 | 27.6 | 2.7 | 5.4 | - | 100.0 | 100.0 |
| Math & Phy. Sc. | M | 7.5 | 20.3 | 19.1 | 36.7 | 23.9 | 12.7 | 43.1 | 30.3 | 6.4 | - | 100.0 | 100.0 |
| | F | 11.4 | 5.7 | 38.2 | 51.6 | 37.0 | 32.5 | 13.4 | 10.2 | 0.0 | - | 100.0 | 100.0 |
| | T | 8.8 | 15.3 | 25.3 | 41.5 | 28.2 | 19.1 | 33.5 | 23.8 | 4.3 | - | 100.0 | 100.0 |
| Law | M | 28.8 | 25.0 | 18.6 | 28.0 | 13.7 | 27.4 | 34.0 | 18.9 | 3.7 | 0.4 | 100.0 | 100.0 |
| | F | 28.4 | 26.5 | 14.0 | 21.8 | 16.6 | 34.0 | 35.0 | 16.6 | 2.6 | 0.2 | 100.0 | 100.0 |
| | T | 28.6 | 25.7 | 16.6 | 25.2 | 15.0 | 30.3 | 34.4 | 17.9 | 3.2 | 0.3 | 100.0 | 100.0 |
| Vet. Med. | M | 43.9 | 40.1 | 15.7 | 20.6 | 23.6 | 27.2 | 15.5 | 12.1 | 1.4 | - | 100.0 | 100.0 |
| | F | 20.7 | 14.3 | 9.1 | 28.5 | 24.6 | 33.0 | 41.1 | 24.3 | 4.4 | - | 100.0 | 100.0 |
| | T | 31.4 | 26.3 | 12.1 | 24.8 | 23.6 | 30.3 | 29.3 | 18.6 | 3.0 | - | 100.0 | 100.0 |
| Dentistry | M | 33.8 | 39.9 | 16.5 | 26.5 | 17.0 | 20.7 | 29.6 | 12.0 | 2.7 | 0.9 | 100.0 | 100.0 |
| | F | 23.5 | 33.3 | 13.5 | 28.4 | 22.3 | 23.1 | 36.3 | 13.0 | 3.8 | 0.7 | 100.0 | 100.0 |
| | T | 31.3 | 38.3 | 15.7 | 27.2 | 18.3 | 21.3 | 31.3 | 12.3 | 3.0 | 0.8 | 100.0 | 100.0 |
| Medicine | M | 22.2 | 21.4 | 17.4 | 24.4 | 16.0 | 29.7 | 37.6 | 21.9 | 5.8 | 2.3 | 100.0 | 100.0 |
| | F | 19.1 | 20.3 | 12.6 | 16.8 | 17.2 | 38.8 | 44.0 | 22.4 | 5.1 | 0.9 | 100.0 | 100.0 |
| | T | 21.0 | 20.9 | 15.4 | 21.3 | 16.5 | 33.5 | 40.2 | 22.0 | 5.5 | 1.7 | 100.0 | 100.0 |
| All undergrad. | M | 32.7 | 32.2 | 20.2 | 29.3 | 17.8 | 26.0 | 24.2 | 11.5 | 2.9 | 0.4 | 100.0 | 100.0 |
| | F | 33.1 | 31.7 | 17.7 | 21.5 | 19.7 | 33.7 | 24.8 | 12.3 | 3.0 | 0.1 | 100.0 | 100.0 |
| | T | 32.9 | 32.0 | 19.6 | 25.6 | 18.7 | 2917 | 24.5 | 11.8 | 2.9 | 0.3 | 100.0 | 100.0 |
| All Profess. | M | 29.6 | 29.4 | 18.1 | 26.4 | 16.1 | 26.1 | 31.1 | 17.1 | 4.0 | 0.9 | 100.0 | 100.0 |
| | F | 27.8 | 28.5 | 15.9 | 23.7 | 19.1 | 31.0 | 32.2 | 15.5 | 3.0 | 0.3 | 100.0 | 100.0 |
| | T | 28.7 | 28.9 | 17.0 | 25.0 | 17.6 | 28.5 | 31.7 | 16.3 | 3.5 | 0.6 | 100.0 | 100.0 |
| All Masters | M | 33.9 | 35.1 | 18.4 | 28.3 | 17.8 | 23.2 | 24.8 | 11.7 | 3.4 | 0.9 | 100.0 | 100.0 |
| | F | 29.7 | 31.3 | 18.1 | 24.7 | 20.3 | 28.6 | 25.8 | 14.4 | 4.4 | 0.5 | 100.0 | 100.0 |
| | T | 32.1 | 33.5 | 18.3 | 26.8 | 18.9 | 25.5 | 25.2 | 12.8 | 3.8 | 0.7 | 100.0 | 100.0 |
| All Doctorate | M | 33.3 | 37.9 | 19.8 | 27.3 | 15.5 | 22.2 | 24.9 | 11.2 | 4.9 | 0.3 | 100.0 | 100.0 |
| | F | 27.2 | 28.9 | 17.4 | 24.9 | 16.3 | 26.3 | 31.5 | 18.8 | 6.0 | 0.8 | 100.0 | 100.0 |
| | T | 31.3 | 34.9 | 19.0 | 26.6 | 15.8 | 23.5 | 27.0 | 13.7 | 5.3 | 0.5 | 100.0 | 100.0 |
| All University | M | 32.9 | 32.8 | 19.8 | 29.1 | 17.6 | 25.6 | 24.8 | 11.5 | 3.1 | 0.4 | 100.0 | 100.0 |
| | F | 32.7 | 31.7 | 17.7 | 22.0 | 19.6 | 32.9 | 25.5 | 12.5 | 3.2 | 0.1 | 100.0 | 100.0 |
| | T | 32.8 | 32.3 | 19.0 | 25.8 | 18.6 | 29.0 | 24.6 | 12.0 | 3.1 | 0.3 | 100.0 | 100.0 |

[1]All data in this and subsequent tables taken from 1983-84 National Post-Secondary Student Survey done by Education Support Sector, Department of Secretary of State.

Table 3

FULL-TIME STUDENTS AT ONTARIO UNIVERSITIES BY FIELD OF STUDY, SEX AND PARENTAL EDUCATION

| 1st Professional Degree | | less than H.S. completion | | Completed H.S. | | Some University | | University Degree | | Post-Graduate Degree | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | father | mother | father | mother | father | mother | father | mother | father | mother | father | mother |
| Education | M | 51.9 | 55.2 | 17.2 | 24.1 | 11.8 | 12.9 | 16.4 | 7.8 | - | - | 100.0 | 100.0 |
| | F | 29.8 | 32.3 | 30.5 | 38.4 | 17.5 | 18.3 | 20.3 | 9.1 | - | - | 100.0 | 100.0 |
| | T | 35.4 | 38.3 | 27.1 | 34.7 | 16.1 | 16.9 | 19.3 | 8.8 | - | - | 100.0 | 100.0 |
| Humanities | M | 39.5 | 25.5 | 14.0 | 34.9 | 24.5 | 21.0 | 18.6 | 18.6 | 3.5 | - | 100.0 | 100.0 |
| | F | 18.8 | 37.6 | 21.8 | 9.4 | 18.8 | 15.3 | 21.8 | 37.6 | 18.8 | - | 100.0 | 100.0 |
| | T | 33.9 | 28.8 | 16.1 | 28.6 | 22.9 | 19.4 | 19.4 | 23.7 | 7.6 | - | 100.0 | 100.0 |
| Social Sc.* | M | 31.8 | 34.3 | 21.8 | 29.4 | 15.8 | 26.6 | 25.5 | 9.5 | 2.6 | 0.2 | 100.0 | 100.0 |
| | F | 33.8 | 34.4 | 16.5 | 17.5 | 17.8 | 35.6 | 26.9 | 11.4 | 3.0 | 0.1 | 100.0 | 100.0 |
| | T | 32.8 | 34.3 | 19.1 | 23.3 | 16.8 | 30.8 | 26.2 | 10.5 | 2.8 | 0.1 | 100.0 | 100.0 |
| Engin. & Applied Science | M | 34.5 | 33.7 | 19.0 | 29.2 | 14.1 | 20.5 | 25.7 | 14.3 | 5.7 | 2.2 | 100.0 | 100.0 |
| | F | 13.2 | 20.3 | 7.8 | 25.0 | 28.5 | 24.4 | 34.4 | 30.3 | 16.1 | - | 100.0 | 100.0 |
| | T | 32.4 | 32.3 | 17.9 | 28.8 | 15.5 | 20.9 | 26.5 | 15.9 | 6.7 | 2.0 | 100.0 | 100.0 |
| Math & Phy. Sc. | M | 32.5 | 33.8 | 25.9 | 37.3 | 19.2 | 18.5 | 18.2 | 8.6 | 2.8 | 1.5 | 100.0 | 100.0 |
| | F | 29.5 | 23.6 | 8.5 | 18.9 | 11.8 | 31.5 | 38.5 | 24.4 | 9.7 | - | 100.0 | 100.0 |
| | T | 31.8 | 31.5 | 22.1 | 33.1 | 17.6 | 21.5 | 22.7 | 12.1 | 4.3 | 1.2 | 100.0 | 100.0 |
| Law | M | 21.9 | 19.2 | 21.4 | 33.2 | 9.4 | 19.6 | 44.6 | 27.1 | 117 | 0.9 | 100.0 | 100.0 |
| | F | 25.6 | 25.6 | 14.2 | 29.5 | 15.3 | 24.5 | 41.1 | 20.5 | 1.3 | - | 100.0 | 100.0 |
| | T | 23.4 | 21.8 | 18.5 | 31.7 | 11.8 | 21.5 | 43.2 | 24.5 | 1.6 | 0.5 | 100.0 | 100.0 |
| Vet. Med. | M | 58.8 | 35.3 | 11.8 | 23.5 | 11.8 | 29.4 | 35.1 | 11.8 | - | - | 100.0 | 100.0 |
| | F | 10.0 | 10.6 | 10.6 | 25.6 | 30.0 | 30.0 | 17.6 | 35.0 | - | - | 100.0 | 100.0 |
| | T | 32.4 | 21.6 | 10.8 | 24.3 | 21.6 | 29.7 | 35.1 | 24.3 | - | - | 100.0 | 100.0 |
| Dentistry | M | 33.3 | 50.6 | 13.7 | 23.1 | 17.6 | 13.5 | 31.4 | 11.5 | 3.9 | 1.9 | 100.0 | 100.0 |
| | F | 9.1 | 45.5 | 18.2 | 18.2 | 18.2 | 9.1 | 45.5 | 27.3 | 9.1 | - | 100.0 | 100.0 |
| | T | 29.0 | 49.6 | 14.5 | 22.0 | 1717 | 12.7 | 33.9 | 14.3 | 4.8 | 1.6 | 100.0 | 100.0 |
| Medicine | M | 21.2 | 18.7 | 20.2 | 25.0 | 16.7 | 26.4 | 34.9 | 25.6 | 5.3 | 3.5 | 100.0 | 100.0 |
| | F | 20.0 | 20.0 | 11.4 | 12.9 | 12.9 | 35.7 | 47.1 | 31.4 | 5.7 | - | 100.0 | 100.0 |
| | T | 20.7 | 19.2 | 16.8 | 20.8 | 15.2 | 30.0 | 39.6 | 27.9 | 5.5 | 2.1 | 100.0 | 100.0 |
| All undergrad. | M | 31.7 | 31.6 | 20.6 | 31.4 | 16.5 | 23.8 | 25.4 | 12.2 | 3.4 | 0.7 | 100.0 | 100.0 |
| | F | 31.2 | 31.4 | 15.9 | 18.1 | 19.6 | 36.1 | 28.0 | 13.7 | 3.3 | 0.0 | 100.0 | 100.0 |
| | T | 31.5 | 31.5 | 18.4 | 25.2 | 17.9 | 29.5 | 26.6 | 12.9 | 3.4 | 0.4 | 100.0 | 100.0 |
| All Profess. | M | 29.5 | 28.5 | 18.5 | 28.2 | 14.4 | 20.7 | 33.5 | 21.0 | 3.0 | 1.6 | 100.0 | 100.0 |
| | F | 23.9 | 26.9 | 19.6 | 27.4 | 16.8 | 24.3 | 35.0 | 20.7 | 2.7 | - | 100.0 | 100.0 |
| | T | 27.0 | 27.8 | 19.0 | 27.8 | 15.5 | 23.3 | 34.2 | 20.9 | 2.9 | 0.9 | 100.0 | 100.0 |
| All Masters | M | 32.7 | 31.5 | 18.2 | 31.0 | 16.3 | 24.6 | 26.2 | 9.7 | 4.0 | 1.8 | 100.0 | 100.0 |
| | F | 25.3 | 25.5 | 19.9 | 28.6 | 19.7 | 28.6 | 27.9 | 16.8 | 5.8 | 0.4 | 100.0 | 100.0 |
| | T | 29.6 | 29.0 | 18.9 | 30.0 | 17.7 | 26.3 | 26.9 | 12.7 | 4.8 | 1.2 | 100.0 | 100.0 |
| All Doctorate | M | 30.7 | 35.6 | 19.1 | 25.8 | 15.7 | 24.2 | 26.2 | 13.0 | 7.1 | 0.2 | 100.0 | 100.0 |
| | F | 22.8 | 22.4 | 18.1 | 26.0 | 15.9 | 27.4 | 36.1 | 23.3 | 6.2 | 0.9 | 100.0 | 100.0 |
| | T | 28.0 | 31.2 | 18.8 | 25.8 | 15.8 | 25.3 | 29.5 | 16.5 | 6.8 | 0.5 | 100.0 | 100.0 |
| All Universaity | M | 31.9 | 31.8 | 20.3 | 31.1 | 16.4 | 23.8 | 25.4 | 12.1 | 3.6 | 0.8 | 100.0 | 100.0 |
| | F | 30.5 | 30.8 | 16.5 | 19.4 | 19.5 | 34.9 | 28.0 | 14.1 | 3.5 | 0.1 | 100.0 | 100.0 |
| | T | 31.3 | 31.4 | 18.6 | 25.7 | 17.8 | 28.9 | 26.6 | 13.0 | 3.5 | 0.5 | 100.0 | 100.0 |

*applies to students in all degree programs in the field, not comparable to the corresponding categories in Table 2.

Table 4

MOST IMPORTANT REASON FOR CHOOSING INSTITUTION. BY SEX AND PARENTAL INCOME.
FULL-TIME UNIVERSITY STUDENTS, 1983-84. CANADA

| | TOTAL | | | | | | TOTAL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | NOT APPLI-CABLE | NONE | UP TO 8,000 | 9,000 TO 13,000 | 14,000 TO 22,000 | 23,000 TO 33,000 | 34,000 TO 44,000 | 45,000 TO 55,000 | 56,000 TO 70,000 | 71,000 AND OVER | NOT STATED |
| TOTAL | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| MALE | | | | | | | | | | | | |
| %..... | 53.0 | 52.6 | 61.6 | 59.2 | 54.7 | 53.1 | 58.2 | 52.6 | 52.2 | 53.2 | 51.7 | 48.5 |
| FEMALE | | | | | | | | | | | | |
| %..... | 47.0 | 47.4 | 38.4 | 40.8 | 45.3 | 46.9 | 41.8 | 47.4 | 47.8 | 46.8 | 48.3 | 51.5 |
| ACADEMIC REPUTATION | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 17.1 | 12.8 | 18.8 | 16.8 | 16.3 | 16.1 | 15.7 | 19.4 | 17.4 | 19.4 | 23.8 | 15.6 |
| MALE | | | | | | | | | | | | |
| %..... | 9.9 | 8.3 | 14.9 | 12.7 | 9.1 | 8.5 | 9.0 | 11.0 | 9.5 | 12.8 | 14.3 | 8.2 |
| FEMALE | | | | | | | | | | | | |
| %..... | 7.2 | 4.5 | 3.9 | 4.1 | 7.3 | 7.6 | 6.7 | 8.3 | 7.9 | 6.7 | 9.5 | 7.4 |
| FINANCIAL AID | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 4.5 | 5.6 | 7.5 | 9.3 | 12.4 | 5.7 | 3.9 | 3.4 | 2.6 | 1.1 | 1.6 | 5.4 |
| MALE | | | | | | | | | | | | |
| %..... | 2.2 | 2.9 | 6.7 | 3.4 | 6.1 | 3.0 | 2.0 | 1.6 | .5 | .5 | 1.0 | 2.5 |
| FEMALE | | | | | | | | | | | | |
| %..... | 2.3 | 2.8 | .8 | 5.9 | 6.3 | 2.7 | 1.9 | 1.8 | 2.0 | .6 | .6 | 2.9 |
| TYPE OF PROGRAM | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 42.9 | 41.9 | 39.9 | 38.3 | 38.1 | 43.9 | 45.2 | 39.4 | 42.3 | 44.9 | 44.6 | 44.5 |
| MALE | | | | | | | | | | | | |
| %..... | 21.7 | 22.5 | 22.3 | 22.1 | 19.9 | 21.6 | 25.4 | 18.4 | 21.6 | 21.1 | 21.3 | 21.3 |
| FEMALE | | | | | | | | | | | | |
| %..... | 21.3 | 19.3 | 17.7 | 16.3 | 18.2 | 22.4 | 19.8 | 21.0 | 20.7 | 23.8 | 23.3 | 23.2 |
| INST. CLOSE TO HOME | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 19.6 | 20.3 | 13.7 | 17.0 | 17.5 | 20.0 | 21.0% | 21.2% | 19.8% | 20.9% | 18.4% | 18.6% |
| MALE | | | | | | | | | | | | |
| %..... | 10.1% | 7.9% | 6.5% | 7.5% | 9.9% | 11.2% | 12.5 | 11.0 | 9.5 | 12.2 | 10.1 | 8.3 |
| FEMALE | | | | | | | | | | | | |
| %..... | 9.4 | 12.4 | 7.2 | 9.5 | 7.5 | 8.8 | 8.5 | 10.2 | 10.3 | 8.7 | 8.2 | 9.7 |
| COST | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 2.5 | 1.5 | 4.5 | 3.7 | 3.2 | 2.8 | 2.6 | 3.5 | 1.8 | 1.4 | 1.7 | 2.7 |
| MALE | | | | | | | | | | | | |
| %..... | 1.7 | 1.3 | 3.7 | 3.1 | 2.6 | 1.6 | 1.8 | 2.5 | 1.4 | 1.1 | .6 | 1.4 |
| FEMALE | | | | | | | | | | | | |
| %..... | .8 | .2 | .7 | .6 | .6 | 1.2 | .7 | .9 | .4 | .3 | 1.1 | 1.3 |
| CONVENIENT SCHEDULE | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 1.2 | 3.0 | .2 | 1.3 | 1.0 | .4 | 1.3 | .5 | .8 | .8 | .7 | 1.7 |
| MALE | | | | | | | | | | | | |
| %..... | .6 | 1.5 | .2 | 1.1 | .4 | .3 | .9 | .3 | .6 | .4 | .1 | .5 |
| FEMALE | | | | | | | | | | | | |
| %..... | .6 | 1.6 | - | .2 | .6 | .1 | .4 | .2 | .2 | .4 | .6 | 1.2 |
| OTHER | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 8.6 | 11.6 | 7.8 | 9.7 | 8.5 | 7.9 | 7.2 | 8.4 | 10.4 | 8.5 | 6.8 | 8.3 |
| MALE | | | | | | | | | | | | |
| %..... | 4.8 | 6.0 | 3.4 | 6.7 | 5.2 | 5.1 | 4.9 | 4.9 | 6.5 | 4.0 | 2.9 | 3.9 |
| FEMALE | | | | | | | | | | | | |
| %..... | 3.8 | 5.6 | 4.3 | 3.0 | 3.3 | 2.8 | 2.3 | 3.6 | 3.8 | 4.5 | 4.0 | 4.4 |
| NOT STATED | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 3.7 | 3.3 | 7.6 | 3.8 | 2.9 | 3.2 | 3.1% | 4.3% | 4.9% | 3.1% | 2.4% | 3.9% |
| MALE | | | | | | | | | | | | |
| %..... | 2.1 | 2.2 | 3.7 | 2.7 | 1.4 | 1.7 | 1.7 | 2.9 | 2.5 | 1.2 | 1.3 | 2.5 |
| FEMALE | | | | | | | | | | | | |
| %..... | 1.6% | 1.1% | 3.9% | 1.2% | 1.5% | 1.4% | 1.4 | 1.4 | 2.4 | 1.9 | 1.0 | 1.5 |

Table 5

MOST IMPORTANT REASON FOR CHOOSING INSTITUTION. BY SEX AND PARENTAL INCOME. FULL-TIME UNIVERSITY STUDENTS, 1983-84. CANADA. (SAME INFORMATION AS TABLE 4, TOTAL BY REASON OF CHOICE)

| | TOTAL | | | | | | TOTAL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | NOT APPLI-CABLE | NONE | UP TO 8,000 | 9,000 TO 13,000 | 14,000 TO 22,000 | 23,000 TO 33,000 | 34,000 TO 44,000 | 45,000 TO 55,000 | 56,000 TO 70,000 | 71,000 AND OVER | NOT STATED |
| | % | | | | | | % | | | | | |
| TOTAL | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0% | 7.9% | 2.0% | 3.0% | 4.7% | 9.7% | 16.4% | 13.0% | 10.3% | 8.2% | 6.3% | 18.4% |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 8.0 | 1.4 | 2.3 | 4.4 | 9.7 | 13.3 | 13.2 | 10.7 | 8.2 | 6.6 | 22.1 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 7.9 | 1.8 | 2.7 | 4.6 | 9.7 | 14.9 | 13.1 | 10.5 | 8.2 | 6.5 | 20.1 |
| ACADEMIC REPUTATION | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 6.7 | 2.7 | 3.4 | 4.2 | 8.3 | 13.5 | 14.6 | 10.1 | 10.6 | 9.4 | 16.6 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 4.9 | .9 | 1.5 | 4.6 | 10.3 | 14.0 | 15.2 | 11.5 | 7.6 | 8.5 | 20.8 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 6.0 | 1.9 | 2.6 | 4.4 | 9.1 | 13.7 | 14.8 | 10.7 | 9.3 | 9.0 | 18.4 |
| FINANCIAL AID | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 10.5 | 5.5 | 4.2 | 12.9 | 13.5 | 13.5 | 9.6 | 2.7 | 1.8 | 2.8 | 23.1 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 9.4 | .6 | 6.8 | 12.3 | 11.2 | 12.1 | 9.9 | 9.1 | 2.2 | 1.7 | 24.7 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 9.9 | 2.9 | 5.5 | 12.6 | 12.3 | 12.8 | 9.8 | 6.0 | 2.0 | 2.2 | 23.9 |
| TYPE OF PROGRAM | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 8.3 | 1.8 | 2.7 | 4.2 | 9.7 | 17.5 | 11.1 | 10.5 | 8.0 | 6.4 | 19.9 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 7.2 | 1.5 | 2.1 | 3.9 | 10.2 | 13.9 | 12.9 | 10.2 | 9.2 | 7.1 | 21.9 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 7.7 | 1.6 | 2.4 | 4.1 | 9.9 | 15.7 | 12.0 | 10.4 | 8.6 | 6.7 | 20.9 |
| INST. CLOSE TO HOME | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 6.2 | 1.1 | 2.0 | 4.5 | 10.8 | 18.4% | 14.2% | 9.9% | 9.9% | 6.5% | 16.6% |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0% | 10.4% | 1.3% | 2.7% | 3.6% | 9.0% | 13.5 | 14.2 | 11.4 | 7.6 | 5.6 | 20.7 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 8.2 | 1.2 | 2.3 | 4.1 | 9.9 | 16.0 | 14.2 | 10.6 | 8.8 | 6.1 | 18.5 |
| COST | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 6.1 | 3.9 | 4.9 | 7.0 | 9.1 | 14.2 | 19.8 | 8.5 | 5.3 | 2.5 | 16.6 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 1.8 | 1.6 | 1.9 | 3.5 | 14.0 | 13.6 | 15.1 | 5.6 | 2.8 | 8.7 | 31.5 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 4.7 | 3.1 | 3.9 | 5.9 | 10.7 | 15.4 | 18.3 | 7.5 | 4.5 | 4.5 | 21.5 |
| CONVENIENT SCHEDULE | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 19.8 | .7 | 5.2 | 3.2 | 5.7 | 23.7 | 6.9 | 11.0 | 5.4 | 1.5 | 16.9 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 21.4 | - | .9 | 4.9 | 1.. | 10.5 | 4.3 | 4.1 | 5.4 | 6.3 | 40.9 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 20.6 | .4 | 3.0 | 4.0 | 3 | 17.1 | 5.6 | 7.5 | 5.4 | 3.9 | 28.8 |
| OTHER | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 10.0 | 1.3 | 3.7 | 4.9 | 10.3 | 15.3 | 13.3 | 14.3 | 6.8 | 3.9 | 14.3 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 11.8 | 2.0 | 2.1 | 4.0 | 7.3 | 9.1 | 12.4 | 10.7 | 9.9 | 6.8 | 23.7 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 10.8 | 1.6 | 3.0 | 4.5 | 9.8 | 12.6 | 12.9 | 12.7 | 8.2 | 5.2 | 19.5 |
| NOT STATED | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 8.2 | 3.1 | 3.4 | 7.1 | 8.0 | 12.1% | 17.7% | 12.4% | 4.5% | 4.0% | 23.5% |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 5.7 | 4.4 | 2.0 | 4.3 | 8.9 | 13.4 | 11.7 | 16.5 | 10.0 | 4.3 | 18.9 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0% | 7.1% | 3.6% | 2.8% | 3.6% | 8.4% | 12.6 | 15.2 | 14.1 | 6.8 | 4.1 | 21.6 |

Table 6

MOST IMPORTANT REASON FOR CHOOSING INSTITUTION. BY SEX AND PARENTAL INCOME.
FULL-TIME UNIVERSITY STUDENTS, 1983-84. ONTARIO

| | TOTAL | | | | | | TOTAL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | NOT APPLI-CABLE | NONE | UP TO 8,000 | 9,000 TO 13,000 | 14,000 TO 22,000 | 23,000 TO 33,000 | 34,000 TO 44,000 | 45,000 TO 55,000 | 56,000 TO 70,000 | 71,000 AND OVER | NOT STATED |
| TOTAL | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| MALE | | | | | | | | | | | | |
| %..... | 55.6 | 53.8 | 42.3 | 61.2 | 58.0 | 49.3 | 61.4 | 51.6 | 52.6 | 49.1 | 52.1 | 51.9 |
| FEMALE | | | | | | | | | | | | |
| %..... | 46.4 | 46.2 | 37.7 | 38.8 | 42.0 | 50.7 | 38.6 | 48.4 | 47.4 | 50.9 | 47.9 | 48.1 |
| ACADEMIC REPUTATION | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 20.3 | 13.1 | 21.5 | 26.3 | 18.1 | 23.1 | 17.6 | 23.7 | 19.3 | 24.1 | 29.4 | 16.2 |
| MALE | | | | | | | | | | | | |
| %..... | 12.8 | 10.3 | 19.3 | 24.8 | 11.0 | 10.4 | 11.5 | 14.3 | 10.3 | 17.6 | 19.2 | 10.1 |
| FEMALE | | | | | | | | | | | | |
| %..... | 7.5 | 2.8 | 2.2 | 1.4 | 7.2 | 12.8 | 6.0 | 9.4 | 9.0 | 6.5 | 10.1 | 6.1 |
| FINANCIAL AID | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 3.7 | 3.2 | 6.0 | 11.0 | 15.2 | 4.3 | 2.6 | 2.7 | 1.3 | .3 | .3 | 5.3 |
| MALE | | | | | | | | | | | | |
| %..... | 1.8 | 2.0 | 6.0 | 1.3 | 6.1 | 3.8 | 1.1 | 1.1 | .2 | .2 | - | 2.7 |
| FEMALE | | | | | | | | | | | | |
| %..... | 1.9 | 1.2 | - | 9.6 | 9.1 | .5 | 1.5 | 1.6 | 1.1 | .2 | .3 | 2.6 |
| TYPE OF PROGRAM | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 45.7 | 46.8 | 51.6 | 36.6 | 35.1 | 44.3 | 50.4 | 37.0 | 43.5 | 47.2 | 54.1 | 48.7 |
| MALE | | | | | | | | | | | | |
| %..... | 22.5 | 24.1 | 24.5 | 17.6 | 20.3 | 18.9 | 30.1 | 16.4 | 19.0 | 18.5 | 26.0 | 24.3 |
| FEMALE | | | | | | | | | | | | |
| %..... | 23.2 | 22.7 | 27.1 | 19.1 | 14.7 | 27.4 | 20.3 | 20.6 | 21.5 | 28.7 | 28.1 | 24.4 |
| INST. CLOSE TO HOME | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 13.6 | 15.7 | 6.9 | 8.0 | 17.3 | 15.2 | 16.5% | 15.7% | 10.9% | 14.9% | 8.6% | 12.0% |
| MALE | | | | | | | | | | | | |
| %..... | 6.9% | 5.8% | 6.0% | 2.1% | 10.9% | 8.3% | 10.0 | 6.7 | 4.3 | 8.4 | 4.7 | 6.0 |
| FEMALE | | | | | | | | | | | | |
| %..... | 6.7 | 9.9 | .8 | 6.0 | 6.5 | 6.9 | 6.5 | 9.0 | 6.7 | 6.5 | 3.9 | 6.0 |
| COST | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 2.0 | .2 | .6 | 5.1 | 2.4 | .3 | 2.6 | 4.8 | 1.7 | - | .2 | 2.0 |
| MALE | | | | | | | | | | | | |
| %..... | 1.5 | .2 | - | 5.1 | 2.4 | .3 | 2.3 | 3.4 | 1.7 | - | .2 | .9 |
| FEMALE | | | | | | | | | | | | |
| %..... | .5 | - | .6 | - | - | - | .3 | 1.4 | - | - | - | 1.0 |
| CONVENIENT SCHEDULE | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | .7 | 1.4 | - | - | - | .6 | 1.0 | .1 | .8 | .4 | .2 | 1.4 |
| MALE | | | | | | | | | | | | |
| %..... | .3 | .1 | - | - | - | .8 | 1.0 | - | .8 | - | .2 | .1 |
| FEMALE | | | | | | | | | | | | |
| %..... | .4 | 1.3 | - | - | - | - | .1 | .1 | - | .4 | - | 1.4 |
| OTHER | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 18.3 | 14.3 | 7.3 | 12.0 | 11.5 | 9.9 | 7.3 | 18.7 | 15.4 | 18.3 | 6.3 | 9.6 |
| MALE | | | | | | | | | | | | |
| %..... | 5.6 | 7.5 | 1.1 | 9.9 | 7.1 | 6.8 | 4.5 | 5.9 | 9.9 | 3.7 | 1.4 | 4.3 |
| FEMALE | | | | | | | | | | | | |
| %..... | 4.8 | 6.8 | 6.2 | 2.2 | 4.4 | 3.1 | 2.8 | 4.8 | 5.5 | 6.6 | 4.8 | 5.3 |
| NOT STATED | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| %..... | 3.8 | 5.3 | 6.2 | 1.0 | .4 | .9 | 2.3% | 5.3% | 7.1% | 2.7% | 1.0% | 4.8% |
| MALE | | | | | | | | | | | | |
| %..... | 2.3 | 3.9 | 5.3 | .4 | .2 | .8 | .9 | 3.8 | 3.4 | .7 | .3 | 3.5 |
| FEMALE | | | | | | | | | | | | |
| %..... | 1.5% | 1.4% | 0.8% | 0.5% | 0.2% | 0.1% | 1.4 | 1.5 | 3.7 | 2.0 | .7 | 1.2 |

Table 7

MOST IMPORTANT REASON FOR CHOOSING INSTITUTION. BY SEX AND PARENTAL INCOME.
UNIVERSITY STUDENTS, 1983-84. ONTARIO

| | TOTAL | | | | | | TOTAL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | NOT APPLI-CABLE | NONE | UP TO 8,000 | 9,000 TO 13,000 | 14,000 TO 22,000 | 23,000 TO 33,000 | 34,000 TO 44,000 | 45,000 TO 55,000 | 56,000 TO 70,000 | 71,000 AND OVER | NOT STATED |
| TOTAL | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0% | 5.5% | 2.0% | 2.3% | 5.4% | 7.6% | 16.4% | 14.1% | 11.4% | 8.7% | 6.7% | 19.9% |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 5.5 | 1.4 | 1.7 | 4.5 | 9.1 | 11.9 | 15.2 | 11.9 | 10.4 | 7.1 | 21.3 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 5.5 | 1.8 | 2.1 | 5.0 | 8.3 | 14.3 | 14.6 | 11.7 | 9.5 | 6.9 | 20.6 |
| ACADEMIC REPUTATION | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 4.4 | 2.6 | 4.0 | 4.2 | 6.7 | 12.9 | 16.3 | 9.4 | 13.0 | 10.3 | 16.2 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 2.0 | .5 | .4 | 4.6 | 14.2 | 11.5 | 18.4 | 14.0 | 8.2 | 9.3 | 16.8 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 3.5 | 1.9 | 2.7 | 4.4 | 9.5 | 12.4 | 17.1 | 11.1 | 11.2 | 9.9 | 16.4 |
| FINANCIAL AID | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 6.2 | 6.0 | 1.5 | 17.0 | 17.6 | 9.0 | 9.3 | 1.1 | .9 | - | 31.5 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 3.6 | - | 10.4 | 23.8 | 2.4 | 11.0 | 12.1 | 6.7 | .8 | 1.0 | 28.4 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 4.8 | 2.9 | 6.1 | 20.5 | 9.7 | 10.0 | 10.8 | 4.0 | .8 | .5 | 29.9 |
| TYPE OF PROGRAM | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 5.9 | 1.9 | 1.6 | 4.5 | 7.0 | 19.1 | 10.6 | 11.4 | 7.8 | 7.9 | 22.3 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 5.4 | 2.0 | 1.7 | 3.1 | 9.8 | 12.5 | 12.9 | 10.8 | 11.7 | 8.3 | 21.7 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 5.6 | 2.0 | 1.6 | 3.8 | 8.4 | 15.8 | 11.8 | 11.1 | 9.8 | 8.1 | 22.0 |
| INST. CLOSE TO HOME | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 4.5 | 1.5 | .6 | 7.8 | 10.0 | 20.5% | 14.0% | 7.2% | 11.5% | 4.7% | 17.7% |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0% | 8.1% | 0.2% | 1.8% | 4.8% | 8.5% | 13.5 | 19.7 | 11.6 | 9.3 | 4.0 | 18.5 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 6.3 | .9 | 1.2 | 6.3 | 9.3 | 17.1 | 16.8 | 9.4 | 10.4 | 4.3 | 18.1 |
| COST | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | .7 | - | 7.0 | 8.1 | 1.4 | 22.0 | 33.4 | 13.3 | - | 1.0 | 13.1 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | - | 2.2 | - | - | - | 8.3 | 43.9 | - | - | - | 45.5 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | .6 | .5 | 5.3 | 6.2 | 1.1 | 18.7 | 35.9 | 10.1 | - | .8 | 20.8 |
| CONVENIENT SCHEDULE | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 2.4 | - | - | - | 1.0 | 52.0 | - | 35.9 | - | 4.0 | 4.7 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 17.5 | - | - | - | - | 2.5 | 1.9 | - | 10.2 | - | 67.9 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 11.7 | - | - | - | .4 | 21.7 | 1.1 | 13.9 | 6.3 | 1.6 | 43.4 |
| OTHER | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 7.4 | .3 | 3.6 | 6.3 | 10.2 | 11.6 | 15.5 | 20.8 | 6.3 | 1.8 | 16.1 |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 7.8 | 2.3 | .9 | 4.5 | 5.4 | 8.2 | 14.6 | 13.4 | 13.8 | 6.9 | 22.9 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0 | 7.6 | 1.2 | 2.4 | 5.5 | 7.9 | 10.1 | 15.1 | 17.4 | 9.4 | 4.2 | 19.2 |
| NOT STATED | | | | | | | | | | | | |
| MALE | | | | | | | | | | | | |
| HGT | 100.0 | 9.3 | 4.1 | .4 | .5 | 3.0 | 5.6% | 24.2% | 17.2% | 2.9% | 1.0% | 31.9% |
| FEMALE | | | | | | | | | | | | |
| HGT | 100.0 | 5.2 | 1.0 | .7 | .5 | .4 | 13.5 | 15.2 | 29.5 | 13.2 | 3.3 | 17.5 |
| TOTAL | | | | | | | | | | | | |
| HGT | 100.0% | 7.7% | 2.9% | 0.5% | 0.5% | 2.0% | 8.7 | 20.7 | 22.0 | 6.9 | 1.9 | 26.3 |

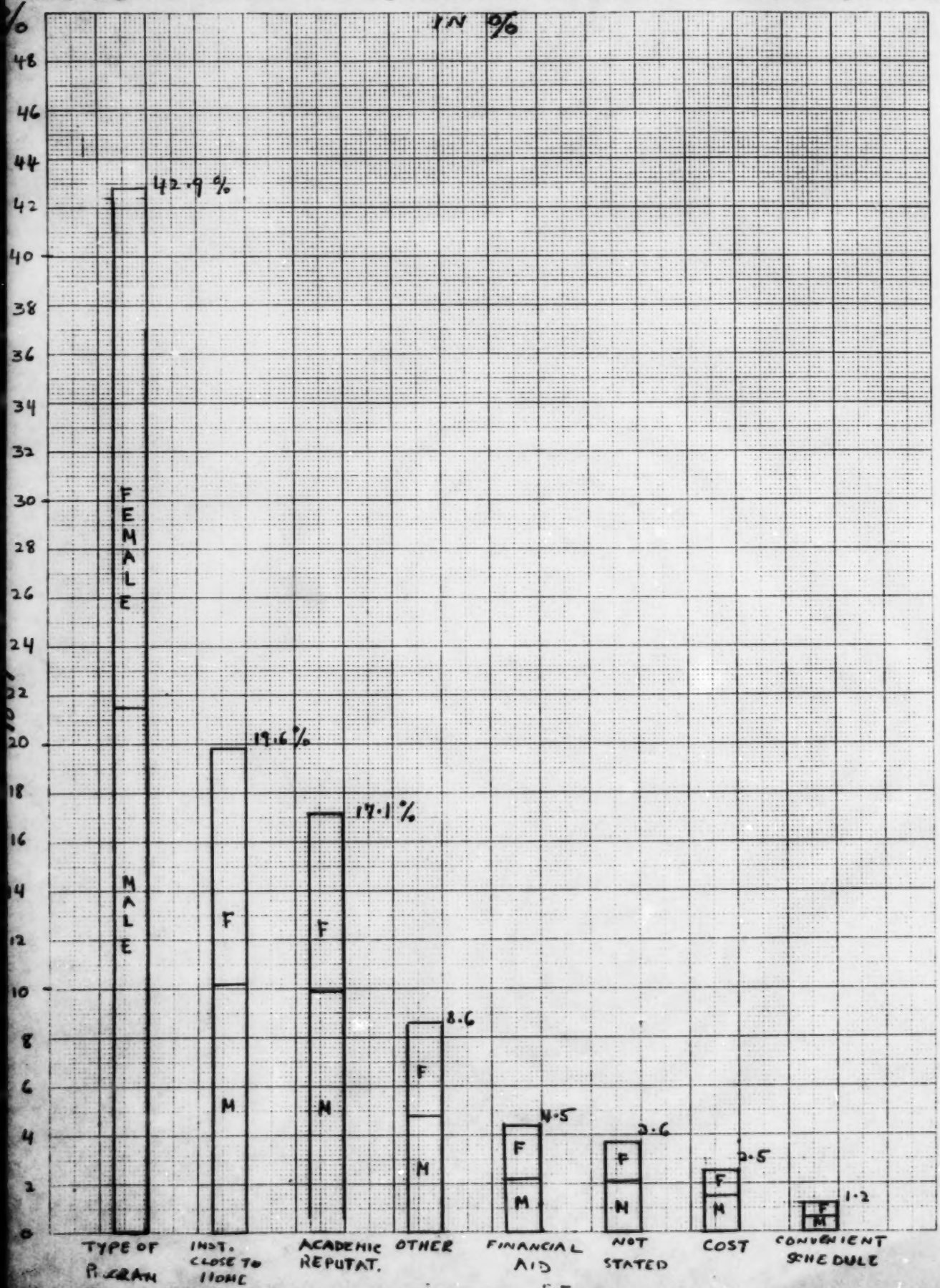
Table 8

MOST IMPORTANT REASON FOR CHOOSING INSTITUTION. BY SEX AND PARENTAL INCOME.
FULL-TIME UNIVERSITY STUDENTS, 1983-84. ONTARIO. TOTAL POPULATION.

| | TOTAL | | | | | | TOTAL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NOT APPLI-CABLE | NONE | UP TO 8,000 | 9,000 TO 13,000 | 14,000 TO 22,000 | 23,000 TO 33,000 | 34,000 TO 44,000 | 45,000 TO 55,000 | 56,000 TO 70,000 | 71,000 AND OVER | NOT STATED | TOTAL |
| ACADEMIC REPUTATION | | | | | | | | | | | | |
| MALE | 861 | 517 | 777 | 829 | 1,310 | 2,517 | 3,191 | 1,838 | 2,543 | 2,015 | 3,166 | 19,565 |
| FEMALE | 233 | 59 | 45 | 542 | 1,616 | 1,311 | 2,991 | 1,593 | 932 | 1,062 | 1,910 | 11,393 |
| TOTAL | 1,095 | 576 | 822 | 1,371 | 2,926 | 3,827 | 5,282 | 3,433 | 3,476 | 3,077 | 5,076 | 30,959 |
| FINANCIAL AID | | | | | | | | | | | | |
| MALE | 167 | 162 | 42 | 458 | 475 | 243 | 252 | 31 | 23 | - | 850 | 2,701 |
| FEMALE | 104 | - | 302 | 690 | 68 | 318 | 352 | 193 | 22 | 28 | 824 | 2,992 |
| TOTAL | 272 | 162 | 344 | 1,147 | 543 | 561 | 603 | 224 | 45 | 28 | 1,675 | 5,693 |
| TYPE OF PROGRAM | | | | | | | | | | | | |
| MALE | 2,017 | 658 | 549 | 1,538 | 2,396 | 6,569 | 3,651 | 3,908 | 2,666 | 2,719 | 7,634 | 34,306 |
| FEMALE | 1,894 | 725 | 597 | 1,112 | 3,464 | 4,430 | 4,533 | 3,824 | 4,144 | 2,943 | 7,676 | 35,393 |
| TOTAL | 3,912 | 1,383 | 1,147 | 2,651 | 5,860 | 10,999 | 8,234 | 7,733 | 6,810 | 5,662 | 15,310 | 69,699 |
| INST. CLOSE TO HOME | | | | | | | | | | | | |
| MALE | 481 | 162 | 64 | 820 | 1,054 | 2,171 | 1,481 | 761 | 1,214 | 493 | 1,871 | 10,573 |
| FEMALE | 830 | 22 | 187 | 490 | 869 | 1,376 | 2,009 | 1,184 | 944 | 410 | 1,684 | 10,204 |
| TOTAL | 1,311 | 184 | 251 | 1,310 | 1,924 | 3,547 | 3,490 | 1,945 | 2,158 | 903 | 3,755 | 20,778 |
| COST | | | | | | | | | | | | |
| MALE | 17 | - | 159 | 184 | 32 | 499 | 759 | 302 | - | 24 | 298 | 2,272 |
| FEMALE | - | 16 | - | - | - | 60 | 314 | - | - | - | 325 | 714 |
| TOTAL | 17 | 16 | 159 | 184 | 32 | 559 | 1,073 | 302 | - | 24 | 622 | 2,986 |
| CONVENIENT SCHEDULE | | | | | | | | | | | | |
| MALE | 10 | - | - | - | 4 | 207 | - | 143 | - | 16 | 19 | 398 |
| FEMALE | 111 | - | - | - | - | 16 | 121 | - | 64 | - | 429 | 632 |
| TOTAL | 120 | - | - | - | 4 | 223 | 121 | 143 | 64 | 16 | 447 | 1,030 |
| OTHER | | | | | | | | | | | | |
| MALE | 625 | 29 | 309 | 538 | 861 | 988 | 1,318 | 1,764 | 538 | 151 | 1,362 | 8,484 |
| FEMALE | 571 | 165 | 68 | 331 | 391 | 601 | 1,061 | 979 | 949 | 505 | 1,665 | 7,285 |
| TOTAL | 1,195 | 194 | 377 | 869 | 1,252 | 1,588 | 2,379 | 2,743 | 1,487 | 656 | 3,027 | 15,769 |
| NOT STATED | | | | | | | | | | | | |
| MALE | 323 | 143 | 14 | 16 | 104 | 197 | 843 | 602 | 102 | 35 | 1,113 | 3,492 |
| FEMALE | 116 | 22 | 16 | 12 | 8 | 302 | 340 | 658 | 294 | 73 | 390 | 2,233 |
| TOTAL | 440 | 165 | 30 | 28 | 112 | 499 | 1,183 | 1,260 | 396 | 108 | 1,503 | 5,724 |
| TOTAL | | | | | | | | | | | | |
| MALE | 4,177 | 1,527 | 1,900 | 4,368 | 6,133 | 13,194 | 10,652 | 8,746 | 6,985 | 5,418 | 15,199 | 76,301 |
| FEMALE | 3,743 | 987 | 1,199 | 3,164 | 6,409 | 8,111 | 10,421 | 7,773 | 7,056 | 4,948 | 14,712 | 68,523 |
| TOTAL | 7,921 | 2,514 | 3,099 | 7,532 | 12,541 | 21,305 | 21,072 | 16,519 | 14,041 | 10,366 | 29,911 | 146,824 |

Diagram 1

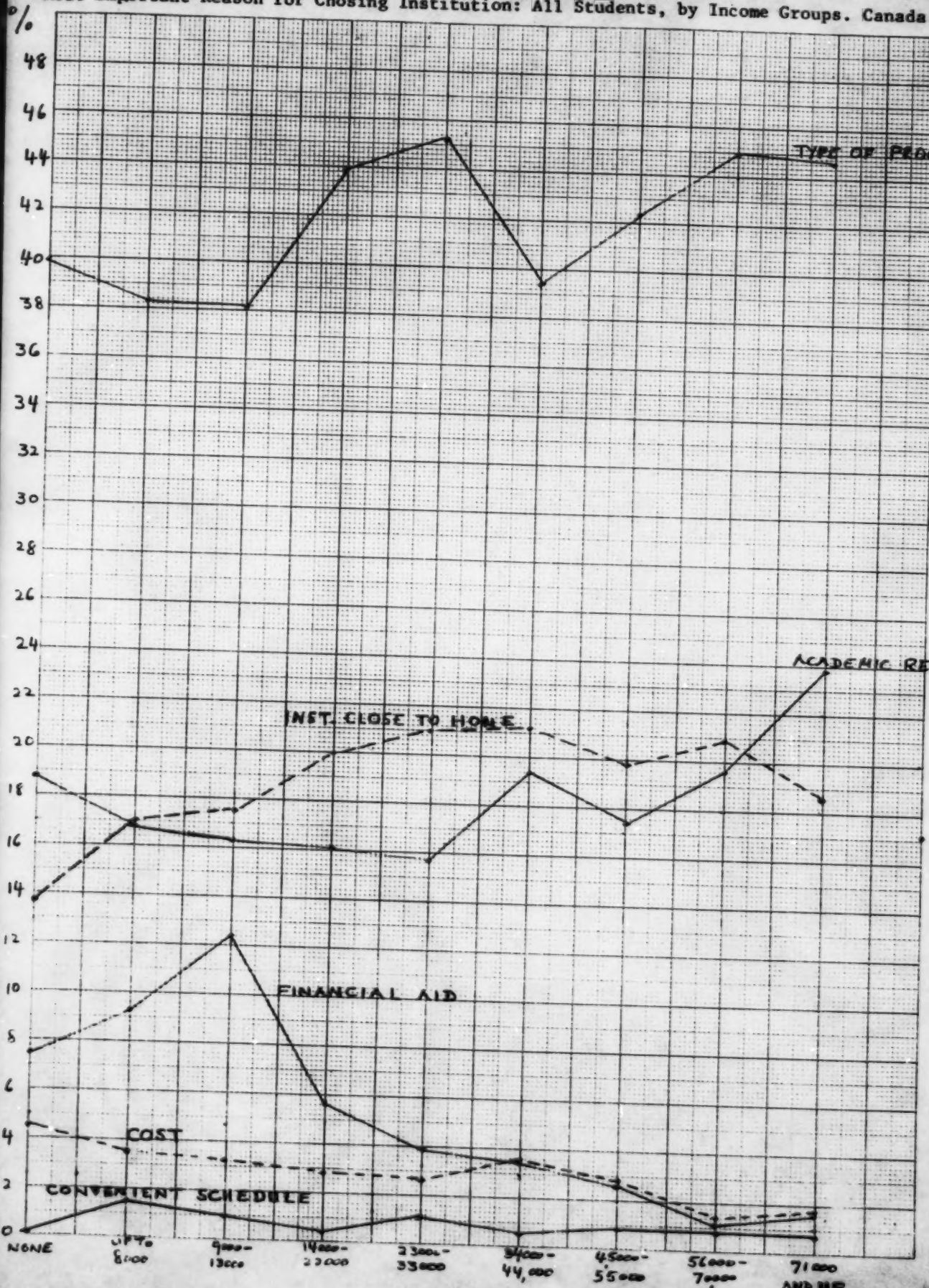
Most Important Reason for Choosing Institution: All Students, All Income Groups. Canada 1983-84




K+E 10 X 10 TO THE CENTIMETER KEUFFEL & ESSER CO. MADE IN U.S.A.
46 1510

Diagram 2

Most Important Reason for Chosing Institution: All Students, by Income Groups. Canada 1983-84




K+E 10 X 10 TO THE CENTIMETER
KEUFFEL & ESSER CO.
46 1510